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Educational Writings

I. COMMENT ON CURRENT EDUCATIONAL PUBLICATIONS

A history of American education.—Professor Cubberley has written the first book¹ which can in any proper sense be described as a history of American schools. His work is characterized by a large body of definite and exact information about the details of school legislation and practice. It is further characterized by illuminating comments on the general social and economic conditions which surrounded each epoch in the evolution of the American system. Moreover, the book is successful in a most unusual degree in focusing the student's attention on present-day problems. Contrasts and comparisons with present conditions are constantly offered and presented with telling force as motives for historical study.

Examples which make concrete the comments presented above can be found in abundance. Especially strong in factual details are such chapters as the seventh entitled "The Battle to Extend the System" which deals with the rise and growth of higher schools, and the fifth, "The Battle for Free State Schools," dealing with the development of the present financial policy of public schools.

Social conditions affecting the rise of the present-day type of schools are vividly set forth in such chapters as the eleventh which deals with the rise of cities and the factory system.

The last third of the book beginning with chapter x, "The Reorganization of Elementary Education," brings the reader by long sweeping steps to the modern problems of school organization and instruction.

Such a book could be written only by an author who has familiarized himself with educational problems sufficiently to have pronounced views. These views operate as interpretative theories and they appear here and there in the book with such emphasis that there is great probability of their being accepted as facts. Thus, Professor Cubberley has come to the opinion that the American schools of the first half of the nineteenth century were purely native products.

At times he has to combat the facts which he sets forth on one page in order to maintain this theory on the next. The present reviewer is sure that his theory is wrong in this case. The matter would be of less moment if it did not lead to a series of statements about the grading of elementary schools and the breach between high schools and the elementary grades which confuse rather than clarify certain current reforms, especially the junior high school.

¹ ELLWOOD P. CUBBERLEY, *Public Education in the United States*. Boston: Houghton Mifflin Co., 1919. Pp. xxv+517.

A brief review is hardly the place to argue this matter to a finish. It is mentioned for the purpose of illustrating a characteristic of Professor Cubberley's book which is at once a virtue and a defect. The book presents an interpretation of the American school system as viewed by a facile writer and a broad student of educational problems. When the interpretation gets started it moves with such momentum that it carries everything before it. Sometimes it sweeps away facts which are in reality landmarks not to be lightly removed.

In spite of this—indeed, because of this—the book is readable in every page. It is full of fruitful suggestions and stimulating discussions. It will go far to bring the history of education back as a useful subject for the training of teachers.

CHARLES H. JUDD

A book on types of elementary-school methods.—Professor Freeland's book¹ purports to show elementary-school practices in progressive school systems. While it presents a good deal of material of that type by way of illustration, the book is fundamentally a presentation of certain types of elementary-school methods. At the same time considerable attention is given to the selection of subject-matter, particularly of reading, writing, spelling, grammar, arithmetic, and hygiene.

On the side of methodology the discussion is mainly confined to problems, projects, motives, interests, teaching in ways that will conserve rather than injure the health of the students, and the discovery of methods that will take care of the individual needs of the students and at the same time be socializing and lend themselves to those methods of training.

In connection with each of these topics, first the general theory is presented. This is then usually rather fully illustrated from present-day practices in connection with different school subjects. A good many detailed suggestions are made by way of helping the practical worker to make use of the special theory advocated.

The author is a man who has had long practical experience in the educational field, both as a superintendent and as a director of practice training schools in teachers' training institutions. As a result, he is able to keep his treatment of questions very close to the practical labors of classrooms. He is thus able to present many valuable suggestions to those striving to make immediate improvement in their classrooms.

The book shows a full appreciation of modern tendencies and developments; but in his analyses and his exposition, it appears that the author, like most of the rest of us who have had long experience in connection with traditional school practices, has great difficulty in extricating himself from the grooves of traditional thinking, and in a free and untrammelled way, taking the social point of view in the discussion of methods and curriculum. The methodologist must be at a great disadvantage until the curriculum-maker has socialized the curriculum.

J. F. BOBBITT

¹ GEORGE E. FREELAND, *Modern Elementary School Practice*. New York: Macmillan, 1919. Pp. xiv+406.

*A new book on the reconstruction of the basic school subjects.*¹—*Socializing the Three R's* begins with two highly stimulating and illuminating chapters dealing with current movements and tendencies in the social world of today and with the strategic position of education in its relation to these various social movements. With such particularity as space allows, fundamental tendencies are pointed out in the fields of industry, citizenship, political life, national and international relations, and in the general cultural situation. The writer is gifted with an unusual felicity of expression and a singularly discerning sense of social values and relationships. She sees education as a part of the general social process and not as a thing apart which must be correlated or co-ordinated with the community life.

After this most auspicious beginning, the book then takes up a discussion of certain school subjects and activities: reading, writing, spelling, grammar, arithmetic, history, arts, general science, manual training, and socializing play. Obviously, it is attempting a large task to show how so many subjects are to be socialized within so brief a space. All of the treatment reveals a singular insight into the problems of socializing these various studies and is well worth the reading by those who have not socialized their valuations, their thought, and their practices in these subjects. The treatment is particularly valuable, however, for presenting certain insights and suggestions—and presenting them effectively. There is, however, no attempt at treatment which is systematic, proportioned, or complete. The discussion is more important for inspiration, suggestion, and for developing a social point of view than it is for understanding of the professional program involved in carrying out these same suggestions.

The author's thinking is not influenced by traditional thought and practice. She has looked squarely to social needs, and to children's needs, and has made her deductions according to the needs and social possibilities without reference to the things that we have been doing. Even in the matter of buildings and equipment, in a final chapter, she makes suggestions that are wholly revolutionizing in their implications. Her argument is convincing because it is presented as the logic of current social tendencies, unconfused by thought of, or reference to, current practical administrative problems.

J. F. BOBBITT

A short book on the junior high school, by a superintendent.—The purpose which Mr. Bennett, who is the superintendent of schools at Pomona, California, where there is one of the best junior high schools in the West, has in writing his new book,² is best described by quoting from the preface [page vii]. "This book is put forth as a guide for the study of the junior high-school movement. It is put forth largely as a pathfinder." It is not an attempt, as the author frankly says, to make a scientific study of the question, for he feels that "The junior high school is too new an institution to have had time and opportunity for the accumulation of such scientific material."

¹ RUTH MARY WEEKS, *Socializing the Three R's*. New York: Macmillan, 1919. Pp. 182.

² G. VERNON BENNETT. *The Junior High School*. Baltimore: Warwick and York, Inc., 1919. Pp. xi+224.

This book seems to fall logically into four parts. Part I has to do with the problems of the junior high school and their solutions, objections to the movement, and the effect of the junior high school upon the elementary grades. Part II deals with the curriculum. Part III is concerned with the organization and administration of the junior high school. In this division he discusses the teachers, how to teach in the junior high school, and the administration of it. Part IV is made up of two chapters in which he speaks of the relation between the senior high school and the junior college, and gives his ideas of what should constitute an ideal junior high school.

The book is accompanied by a good appendix giving courses of study from Los Angeles, Cincinnati, Houston, Detroit, and Pomona. There is also a very good bibliography which is arranged alphabetically by the kind of publication in which the contribution appears.

Mr. Bennett's opinion on one of the grave and serious questions confronting the junior high school is seen in his chapter on the Course of Study. He believes in freedom of election under competent guidance. On page 78 he remarks, "We wish to advocate quite a large freedom of election by the pupil under the guidance of parent and teacher or vocational adviser." With this view many are in favor. Again he says on page 80, "We must not forget that the junior high school is a trying-out place where the young people are expected to find themselves."

One cannot help but feel that the lack of definite data on the various phases of the junior high school constitutes a weakness in the book. More and more we are coming to feel the need for constructive studies of the problems which are pressing for solution. Mr. Bennett in discussing the place of mathematics in the junior high school states that algebra should be introduced in the seventh grade. On page 94 he says, "Out of a class of thirty poorly prepared seventh graders, probably twenty will do the algebra satisfactorily." The objection which is made to this type of statement is that it is an expression of opinion. It seems that he would have greatly strengthened this discussion if he had given tables showing upon what he based his opinion.

Superintendents and principals, however, who are looking for help in the organization and administration of their junior high schools will do well to read this volume. It has many suggestive ideas.

PAUL C. STETSON

SUPERINTENDENT OF SCHOOLS
MUSKEGON, MICHIGAN

Two new publications on elementary-school spelling for teacher and principal: (1) an important manual on the teaching of spelling;¹ (2) a new speller.²—Professor Tidyman's manual is a very valuable summary and interpretation of the studies on the standardization, psychology, and teaching of spelling that have been made to date. The book makes available to teachers the results of ninety investiga-

¹ F. W. TIDYMAN, *The Teaching of Spelling* (School Efficiency Monographs) Yonkers-on-Hudson, N. Y.: World Book Co., 1918. Pp. ix+178. Papers. \$0.90.

² H. C. PEARSON and H. SUZZALLO, *Essentials of Spelling*. New York: American Book Co., 1919. Pp. xii+196.

tions, material which has been scattered through many educational publications. His book deals with five major problems.

1. The first of these is the improvement of methods of determining the content of spelling. He interprets the best investigations on word-lists, on the difficulty of words, on misspellings, classes of words, grading, and grouping words.

2. The psychology of spelling is discussed, investigational material being worked over and interpreted by Dr. Tidyman in the light of his own experimentation and practical experience. The material deals with such problems as the mental processes involved in learning to spell, spelling as habit formation, and the use of mental imagery.

3. The pedagogy of spelling is discussed in great detail, the presentation making use of the best investigational conclusions. The teacher will find well-organized and carefully interpreted material in the pedagogical chapters: for example, the way in which the presentation of words rests on general principles suggested by psychology; the selection of exercises and methods; important conclusions concerning pronunciation, meaning, and use; the psychology of various methods of presentation. Helpful chapters are included on methods of training children in independent study, and on the prevention and treatment of errors.

4. The fourth major problem discussed in the book is that of testing and measuring spelling efficiency. The various standard scales and tests are discussed and their limitations and proper uses are pointed out helpfully.

5. The book supplies concrete spelling plans, a minimum word-list of 1,254 words common to certain concrete investigations of spelling content, and a very complete and well-organized bibliography.

The second recent publication on spelling is Pearson and Suzzallo's *Essentials of Spelling*. This is the fourth speller to appear which is based on scientific investigational work. It will take a place with the *New World Speller*, *The Everyday Speller*, and the *Aldine Speller* in this respect. Like the first of these it bases its minimum content of 2,000 required words and 1,000 supplementary words upon the scientific studies of adults' and children's vocabularies which have been made during the last few years, and upon studies conducted by Mr. Pearson in the Horace Mann School. Likewise in the grading of the material, organization of reviews, and psychological presentation of material, it embodies an application of the important experimental findings of recent years. This text with Dr. Tidyman's manual typifies very well the movement for the improvement of the teaching of school subjects through scientific reconstruction of both course of study and methods of teaching.

Two new types of supplementary reading material for the elementary grades.—

Two new books for elementary-school pupils have just appeared which illustrate strikingly how school people are providing motive for reading historical material. The first, a book of plays for children,¹ utilizes the dramatic instinct to sustain continued interest in the historical development of our country. The second² supplies the background of history concerning the methods by which peoples of other lands and in earlier times used numbers.

¹ ELEANORE HUBBARD, *Little American History Plays for Little Americans*. Chicago: Benjamin H. Sanborn & Co., 1919. Pp. vii+482.

² DAVID EUGENE SMITH, *Number Stories of Long Ago*. Boston: Ginn & Co., 1919. Pp. vii+136.

Miss Hubbard's book is a very interesting and well-written series of plays to be read aloud and acted by children of the third and fourth grades. The plays are very short. Each is a unit by itself and can be used as a single reading lesson. They are adapted to the vocabulary and interests of children of that age. They are organized so as to cover the periods in the history of our country of discovery and early settlement, the Revolution, the War of 1812, the expansion of the nation, the Civil War, and the present time. They lay much emphasis, however, on economic, industrial, and social features. Each play is accompanied by suggestions for staging, and by questions which are planned to make pupils think about the problems that have been presented in the plays.

Professor Smith's *Number Stories of Long Ago* is a series of ten short stories describing the methods by which the peoples of earlier times counted, wrote numbers, added, multiplied, divided, and used fractions. The stories also include various number puzzles and other types of curious numerical problems. The setting of the book is adapted to the interests of children in the elementary school, and should provide successfully a method of making the recital of historical facts concerning number of real interest and permanent value to children. Something of the history of writing-materials which is connected properly with the story of the development of numbers is joined with the latter. The chapters have been so written that they can easily be read aloud to pupils. Accompanying each story is a question box, giving a number of questions designed to draw out the pupils' ideas concerning the story which has just been taught.

A book in the "home-project" method of agricultural instruction.—Educators have been interested in bringing about a closer relation between the school and the community. Mr. Stimson, out of his long experience with agricultural education in Massachusetts, presents, in a new book,¹ practical suggestions as to the details of desirable organization and administration in the field of agricultural training. He gives some space to a general discussion of vocational agricultural education and to a presentation of the details of his plan for "home-project" versus the "subject method" of instruction. He also discusses in detail the method of treating "home-projects" as units of instruction. The book contains 307 illustrations bearing on the details of "home-project" teaching and supervision. A very complete reading list is included.

Throughout the book the author makes it quite clear that the "home-project" may be so administered as to call for the highest type of intellectual reaction on the part of students, and at the same time afford profitable employment that will contribute to later vocational selection and service.

Mr. Stimson has not only brought together material that is invaluable to teachers and administrators of agricultural subjects, but he has shown in an effective way the kind of thing that must be done in connection with other lines of training if the schools are to make contact with community problems, and if they are to function in any large way in meeting the vocational needs of students. School administrators and teachers generally would do well to carry over into the

¹ RUFUS W. STIMSON. *Vocational Agricultural Education—By Home Projects*. New York: Macmillan, 1919. Pp. xxxviii + 468.

work of the school some of the wholesome contact with the world of affairs suggested by this publication.

E. T. FILBEY

*A high-school text in applied psychology, ethics, and general philosophy.*¹—This book is a very interesting attempt to write a psychology of a practical sort for the high-school level. The organization of the book does not follow the ordinary classification of mental processes in any close fashion, but it does in general follow the usual order from the sensory and perceptual process to the idealational and volitional.

Reference to the character of one or two of the chapters will illustrate the method of approach. The first chapter is entitled "How Our World Gets Enriched." The author begins by showing that the physical world presents many possibilities of experience, and proceeds to analyze these differences by showing that much of the experience is contributed by the observer himself in the way of interpretation. In the next chapter, entitled "How Misunderstandings Arise," these differences in interpretation are elaborated as a means of showing how persons may differ in their attitudes and opinions. False perception or illusions are next discussed as a further example of the contribution to experience which is made by the mind itself. Again, this fact of apperception is related, in chapter iv, to the social quality of tact. This may serve to show how various topics are developed. There are further chapters on "Race Apperception," "Concepts and How We Make Them Clear—Careful Use of Words," "The Pitfalls of Reasoning," etc. Several later chapters are less closely related to formal psychological discussions and constitute a group each of which describes a type of the strong self. The individual titles are "The Social Lion," "Selfishness," "Independence," "The Popular Hero," and "One's Life in His Work." Other chapters are entitled "How Work May Be Saved from Drudgery," "Loyalty," "Choosing a Vocation," "Psychology of Periods of Discouragement," and "The Strong Man's Religion." This will give an idea of the scope of the book.

The treatment, in general, is clear and interesting. The author frequently introduces quotations from literature for the purpose of making emotional appeal. In this way he aims to adapt the book to the human interest attitude of the high-school student. Whether he has been successful will have to be determined by trial rather than by mere examination, but the book has been written with considerable skill and appears to give promise of success. The desirability of some such text for high-school students is clear. The usefulness of the book might, perhaps, be increased by the addition of more specific and detailed instructions in methods of work, particularly in study.

FRANK N. FREEMAN

*A new text in educational psychology.*²—The field of educational psychology may be divided into four or five divisions. Among the major parts of the field

¹ CHARLES CLINTON PETERS. *Human Conduct*. New York: Macmillan, 1918. Pp. xii+427.

² DANIEL STARCH. *Educational Psychology*. New York: Macmillan, 1919. Pp. ix+473.

are the psychology of learning, the instincts, the mental development of the child, and the psychology of learning in school subjects. To these may perhaps be added the technique of mental testing. The subject of individual differences is sometimes treated as a separate division, but it is clearly related to each of the others, and therefore seems best treated as a phase of each of the main divisions. The present book treats of a larger number of these phases of the whole subject than is commonly found in texts on educational psychology. It includes the instincts under the title "the native equipment of human beings," the psychology of learning in general, and the psychology of learning the school subjects. There is a brief review of methods of testing in the first part. The only large topic which is omitted, therefore, is the mental development of the child. There may perhaps be practical justification for the omission of this topic in the fact that it is often treated in a separate course on child study. From the point of view of the development of courses in educational psychology, however, it would seem desirable to include in a general treatise this phase of the subject along with the others. While the omission of the subject of individual differences as a separate topic is desirable, it should receive considerable emphasis in connection with all of the topics of discussion. In the present text it is incorporated as an integral part of many of the subjects of discussion. The book is on the whole a clear and competent summary of the scientific material in the field of educational psychology. The author has at his command a clear expository style. His discussion is descriptive rather than controversial. In this respect his book is well adapted as an introductory text. In degree of difficulty, it is suited to the college level.

The nature of the discussion may be shown in somewhat greater detail from the topics of the individual chapters. In the first part the discussion opens with a catalog of the human instincts. This is followed by the presentation of individual variations in general and a discussion of the nature of their distribution. In this connection the probability curve is described and illustrations are drawn from biological and mental traits. The discussion of distribution is followed by a brief account of the correlation between traits. A chapter follows upon sex differences, and upon inheritance. This part is completed by a description of the technique of mental testing. The differences in intellectual capacities with age are of much more importance for education than are sex differences, particularly as the author agrees with the best scientific evidence in minimizing sex differences in intellectual capacity. It is surprising, therefore, that age differences do not appear in this discussion. The psychology of learning is treated somewhat in the conventional manner, beginning with the discussion of sensation, sensory defects, etc., and continuing with a description of various examples of learning, using as illustrations some of the well-known experiments. Memory is included in this discussion. It seems to the reviewer that practical demands are best met by a discrimination between some of the outstanding types of learning such as sensori-motor, memorizing, analysis, etc. It is difficult to apply the same principles of method to all these types. A practical chapter is introduced at this point on how to study. In this connection the author's practice in including extensive quotations may be commented on and called into question. Whipple's thirty-eight rules of studying are reproduced. Credit is of course given, but it

is questionable whether it is an altogether correct practice to transfer so much material bodily from another author. In the section upon learning the school subjects, a good deal of material of a directly practical nature is included. Thus the discussion verges very closely upon the field of methods. It is difficult, however, to draw a sharp distinction between the two, and it may be that this practice is justifiable.

On the whole the book is a much more direct attack upon the distinctive field of educational psychology than is common. It is very much to be hoped that books of this character may more and more take the place of pure psychology for students of education. The author has brought together in well-organized form a large amount of up-to-date material, and has presented it in clear style. The book will undoubtedly prove decidedly useful in courses in educational psychology.

FRANK N. FREEMAN

*A monograph upon experiments with a new type of tests.*¹—This is a highly technical monograph upon a comparatively new type of experimental study of children. The general mental processes which are investigated are old and familiar. It is simply the process of forming associations, but the method by which this information is studied is new. Its chief novelty consists in the fact that it dispenses altogether with the verbal directions. A conditioned reflex is a reflex which becomes attached to a new stimulus because this stimulus has been associated with one which instinctively arouses the response. Thus, the sensing of food causes the child to open his mouth to receive it. This is the natural reflex. If the child's eyes are bandaged a certain definite period before he is given the food, he will in time learn to open his mouth after his eyes have been bandaged, but before he has sensed the food. Bandaging his eyes will lead him to anticipate the food. The association of opening his mouth with being bandaged is the conditioned reflex. This process has been studied by Russian investigators—notably Pavlov and Krasnogorski. Miss Mateer has attempted to determine the value of the method as a means of diagnosing the mental status of children. The investigation is of value as a suggestion of possible future developments. Comparisons were made between the rate of learning, the permanence of learning, the rate of breaking down the reflex and of relearning it again, with other tests, such as the Binet test, form-board tests, strength of grip, and others. The author believes that the method is of some significance as a method of diagnosis, particularly that the rate of unlearning is an important measure of ability. No final conclusions can as yet be drawn, but the method may ultimately be developed so as to give a somewhat more exact and objective measure of learning ability than we now have.

FRANK N. FREEMAN

¹ FLORENCE MATEER. *Child Behavior* (a critical and experimental study of young children by the method of conditioned reflexes). Boston: Richard G. Badger, 1918. Pp. 239.

II. CURRENT PUBLICATIONS RECEIVED DURING THE PAST TWO MONTHS

A. GENERAL EDUCATIONAL METHOD, HISTORY, THEORY, AND PRACTICE

- ALEXANDER, HARTLEY BURR. *Letters to Teachers*. Chicago: Open Court Publishing Co., 1919. Pp. 253.
- BENNETT, G. VERNON. *The Junior High School*. Baltimore: Warwick & York, Inc., 1919. Pp. xi+224.
- BUCKNER, CHESTER A. *Educational Diagnosis of Individual Pupils*. New York City: Teachers College, Columbia University, 1919. Pp. ix+93.
- CARY, C. P. *The State and the Public Schools*. Madison, Wis.: State Department of Public Instruction, 1919.
- Course of Study—Baltimore County Schools*. Baltimore: Warwick & York, Inc., 1919. Pp. viii+698. \$2.75.
- CUMMINS, ROBERT ALEXANDER. *Improvement and the Distribution of Practice*. New York City: Teachers College, Columbia University, 1919. Pp. vi+72.
- DEWEY, EVELYN. *New Schools for Old*. New York: E. P. Dutton & Co., 1919. Pp. xi+337.
- DOWNING, ELLIOT ROWLAND. *A Source Book of Biological Nature Study*. Chicago: University of Chicago Press, 1919. Pp. xxi+503. \$3.00.
- FREELAND, GEORGE E. *Modern Elementary School Practice*. New York: Macmillan, 1919. Pp. xiv+408.
- FRETWELL, ELBERT KIRTLEY. *A Study in Educational Prognosis*. New York City: Teachers College, Columbia University, 1919. Pp. 55.
- McFEE, INEZ N. *The Teacher, The School, and the Community*. New York: American Book Co., 1918. Pp. 256.
- MINER, JAMES BURT. *Deficiency and Delinquency*. Baltimore: Warwick & York, Inc., 1918. Pp. xiv+355.
- MOORE, ERNEST CARROLL. *What the War Teaches about Education*. New York: Macmillan, 1919. Pp. x+334.
- National Education Association of the United States—Addresses and Proceedings of the Fifty-sixth Annual Meeting*, Pittsburgh, 1918.
- RICHARDSON, ROY FRANKLIN. *The Psychology and Pedagogy of Anger*. Baltimore: Warwick & York, Inc., 1918. Pp. 100.
- Rockefeller Foundation—Review for 1918*. Public Health in Many Lands, Centers of Medical Education, War Relief and Welfare of American Troops. New York, 1919.
- SANDIFORD, PETER. *Comparative Education; Studies of the Educational Systems of Six Modern Nations*. New York: E. P. Dutton and Co., 1918. Pp. x+500.
- STIMSON, RUFUS, W. *Vocational Agricultural Education*. New York: Macmillan, 1919. Pp. xxxv+468. \$2.50.
- WEEKS, RUTH MARY. *Socializing the Three R's*. New York: Macmillan, 1919. Pp. vii+182. \$1.12.
- W.E.A. Year Book—1918*. London: The Workers' Educational Association. Pp. 507.

B. BOOKS PRIMARILY FOR ELEMENTARY-GRADE TEACHERS
AND PUPILS

- BAILEY, CAROLYN SHERWIN. *Stories of Great Adventures*. Springfield, Mass.: Milton Bradley Co., 1919. Pp. 222.
- CHAFFEE, ALLEN. *The Adventures of Twinkly Eyes the Little Black Bear*. Springfield, Mass.: Milton Bradley Co., 1919. Pp. 183.
- COLBERT, EMMA and BAYLOR, ADELAIDE S. *Young America's First Book*. New York: The Century Co., 1919. Pp. 166. \$0.60.
- CORNEY, EVIE and DORLAND, GEO. W. *Great Deeds of Great Men*. Boston: D. C. Heath & Co., 1919. Pp. vi+236.
- MCVENN, GERTRUDE E. *Good Manners and Right Conduct*. Boston: D. C. Heath & Co., 1919. Book I, Pp. xii+250; Book II, Pp. xi+253.
- MOORE, ANNIE E. *Pennies and Plans*. New York: Macmillan, 1919. Pp. iv+124. \$1.12.
- SPAULDING, FRANK E. and BRYCE, CATHERINE T. *Learning to Read*. New York: Newson & Co., 1918. Pp. 243.
- SPAULDING, FRANK E. and BRYCE, CATHERINE T. *The Aldine Readers*. New York: Newson & Co., 1918. Four books.

C. BOOKS PRIMARILY FOR HIGH-SCHOOL TEACHERS AND PUPILS

- BREASTED, JAMES H. *Survey of the Ancient World*. Boston: Ginn & Co., 1919. Pp. xi+417.
- BRIGGS, THOMAS H. *A Second Book of Composition*. Boston: Ginn & Co., 1919. Pp. xi+516.
- CODY, SHERWIN. *100% Self-Correcting Course in English Language*. Rochester, N. Y.: The Sherwin Cody School of English, 1918. 25 lesson pamphlets.
- COOK, MELVILLE T. *Applied Economic Botany*. Philadelphia: J. B. Lippincott Co., 1919. Pp. xviii+261.
- CURTIS, GEO. WM. *Prue and I* (edited by Brecht). New York: Macmillan, 1919. Pp. 224. \$0.32.
- DAVIS, ROY. *Practical Exercises in English*. Boston: Ginn & Co. Pp. 104.
- GOFF, EMMET S. and MAYNE D.D. *First Principles of Agriculture*. New York: American Book Co., 1918. Pp. 272.
- HOFFMAN, HORACE A. *Everyday Greek*. Chicago: University of Chicago Press 1919. Pp. ix+107. \$1.25.
- LABICHE ET MARTIN. *La Poudre aux Yeux* (edited by C. P. Lebon) New York: Macmillan, 1919. Pp. viii+122. \$0.48.
- MATTHEWS, BRANDER. *An Introduction to the Study of American Literature*. New York: American Book Co., 1918. Pp. 268.
- NITCHIE, ELIZABETH. *Vergil and the English Poets*. New York: Columbia University Press, 1919. Pp. viii+251. \$1.50.
- NORTON, HELEN RICH. *A Textbook on Retail Selling*. Boston: Ginn & Co., 1919. Pp. xi+283. \$1.20.
- PAYNE, LEONIDAS W. JR. *History of American Literature*. Chicago: Rand McNally & Co., 1919. Pp. x+576.

- PAYNE, LEONIDAS W. JR. *Selections from American Literature*. Chicago: Rand McNally & Co., 1919. Pp. xiv+636.
- RHODES, CLARA L. and BROADHURST, JEAN. *Verse for Patriots*. Philadelphia: J. B. Lippincott Co., 1919. Pp. xi+367.
- RICHARDS, E. B. *Representative American Poetry*. New York: Chas. E. Merrill, Co., 1919. Pp. 158.
- SCOTT, SIR WALTER. *Guy Mannering* (edited by Eva W. Case). New York: Macmillan, 1919. Pp. xxxvii+499.
- STONE, JOHN C. *Junior High School Mathematics. Book II*. Chicago: Benj. H. Sanborn & Co., 1919. Pp. vii+215.
- TAYLOR, E. H. and ALLEN, FISKE. *Junior High School Mathematics, Book II*. New York: Henry Holt & Co., 1919. Pp. ix+251.
- TURNER, JOHN ROSCOE. *Introduction to Economics*. New York: Chas. Scribner's Sons, 1919. Pp. xvi+641. \$2.50.
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